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ABSTRACT

A description is given of the training and inservice plan for Westmoreland County Public Schools (Virginia) which focused on the personal and professional needs of teachers and the issues of the at-risk student population with which they work. A staff self-esteem workshop was developed which focused on the need for persons to care for themselves before they can try to help others. The workshop demonstrated methods of providing self-care, recognizing personally effective strategies to enhance well-being, and developing awareness of self-defeating behavior patterns regarding self-care. A foundation was established for each participant to make a personal commitment to self as an objective for helping students. The workshop also addressed codependency and its application to self-development and the personal development of others, especially at-risk students. The blocks to wellness which arise from this issue were examined. The Westmoreland County Public Schools Special Education Inservice Plan, 1990-91, the preworkshop survey, and a workshop evaluation form are attached. (JD)

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"EDUCATORS MODELING SELF-ESTEEM TO AT-RISK STUDENTS"
The Practice of Personal and Professional Development

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INTRODUCTION

The training and inservice plan for Westmoreland County Public Schools for 1990-91 was augmented by funding of special projects directed at personnel working with At-Risk students. Consideration for the design of the programs and training projects for this staff population was focused on the personal and professional needs of this group of educators and the unique issues of the At-Risk population.

The assumption was made that personal wellness of the staff and the support mechanisms available to them were critical to the responsiveness they would show toward subsequent technical skill acquisition. A "kick-off" program was designed in response to this assumption which emphasized self-esteem practices for those who were to model self-esteem for At-Risk students. The title of this initial training, which was offered in the Summer of 1990, was, EDUCATORS MODELING SELF-ESTEEM TO AT-RISK STUDENTS; "You Cannot Give Away That Which You Do Not Possess".

A PRE- and POST-Survey instrument was developed to provide a measure of the impact of this training and its ability to help staff maintain their focus of personal ownership in subsequent training. The seminar was intended to encourage educators to identify their personal gifts and talents which they offer to At-Risk students. The follow-up support groups which were established in this workshop enable participants to track their own wellness enhancing strategies as they practice them throughout the year in their professional endeavors.

This paper describes the Inservice Plan which was developed in Westmoreland County upon the premise that Personal and Professional Wellness Practices are critical to Inservice success. It will outline the seminar which was utilized as the "kick-off" program for engendering a focus on staff wellness. This paper will conclude with a discussion of the potential and realized benefits of including personal and professional wellness as an integral ingredient of school inservice programs.

SP032 804

WESTMORELAND INSERVICE PLANNING

The long range staff development needs were assessed both formally and informally in preparation for establishing a special education training plan for 1990-91. Comparisons were made with the results from the comprehensive study of staff needs across the state utilizing "A Survey of Staff Development Needs for Special Education in Virginia" (December 1988), and the results of the county-wide survey. Specific needs of the local staff were consistent with the issues identified throughout the Commonwealth of Virginia.

A cross section of issues involving technical skills, personal needs, and financial constraints were refined into specific programs for training in the '90-'91 school year. Attempts were made to unify the projects under a common theme and connected training strands to afford our personnel with a consistent, progressive and contiguous development scheme.

Funding concerns, an item identified in the state-wide survey, were addressed by combining local support and and a state grant proposal which would maximize training efforts. (see Attachment I) This proposal for grant dollars emphasized the use of needs identification at the state level and the locality, of a common theme for meeting professional needs and the needs of At-Risk students, and of professional effectiveness through personal wellness.

The state grant proposal requested $16000.00 to accomplish the entire series of inservice programs. Although the state recognized the comprehensiveness of the proposal, the total award for the proposal was $3000.00. Efforts to stretch the monies by combining our resources with neighboring localities were immediately initiated. Further support for training endeavors was supplemented by our school board and the Drug-free Schools funds.

The local and federal support for some of the training projects was justified by the focus on the theme of self-esteem and At-Risk Students. The needs of At-Risk students are a pervasive issue throughout the country and a prime issue for remediation, intervention, and drop-out prevention. Reaching this group of students can appear to be an all consuming project. However, by integrating At-Risk students as a central item for inservice, several common goals could be attained with efficient training time and funds.

The challenges of educating At-Risk populations conceal many pitfalls for teachers. Avoiding the snares of self-defeat, burn-out, and a sense of professional impotence was assumed to be accomplished only by direct

2

and concerted efforts of peer support. This assumption was confronted by the participants in the initial wellness training, and it is continually examined through their support group meetings (established during the Staff Self-Esteem Workshop). Review of personal goal and professional commitment is requested as the introduction to each inservice training program within the county.

Building affective wellness strategies was intended in the "kick-off" project. It is maintained by those participants when they use their support groups and review their commitment to each new inservice. The PRE- and POST-Surveys were designed to assist them in this process.

The Pre-Survey provided participants with a base-line for their feeling, habits, and potential frustrations about their work. (see Attachment II) The seminar utilized that document as a point of comparison for change and attainment of their personal goals which were established in the initial wellness training session. The Post-Survey has been used to reaffirm their personal goals and continued commitment to acquiring or updating professional skills.

A Pre-Workshop Task Sheet (see Attachment II A) was developed to stimulate the process of reviewing personal goals for professional expectations. This information has also been continually updated by the participants throughout the school year. It serves as a focus of change and commitment to self, and it encourages the use of support systems to foster personal responsibility for professional growth and satisfaction.

There have been three merging points of focus for the Westmoreland Inservice Plan for 1990-91. They include meeting the needs of At-Risk students, developing awareness of personal and professional needs among staff, and enhancing technical skills of school personnel. The merger of these issues mutually and continually unifies our inservice programs.

Educators, as social scientists, are participant observers. They take care of others, and they must take care of themselves to be successful. They need to continue to develop their skills, but they must see skill acquisition as a self care activity, as much as preparation to take care of others. The Westmoreland Inservice Plan attempted to manifest these beliefs and continues to practice them in each inservice project that is presented.

STAFF SELF-ESTEEM WORKSHOP

To achieve a practice of self-care, this project assumed that there was a need for training in self-care. This was partially affirmed by the

results of the State-wide Survey, mentioned above, which identified "teacher concerns" as a primary issue for staff development. The formal organization of a training program in this area resulted in the Seminar entitled, Educators Modeling Self-Esteem to At-Risk Students; "You Cannot Give Away That Which You Do Not Possess". (see Attachment III)

This seminar focused on attempting to help others by ensuring that the helper takes care of him or herself. It demonstrated methods to provide self care, to recognize personally effective strategies to enhance wellbeing, and to develop awareness of self-defeating patterns regarding self care.

The impact of personal strengths, gifts and talents, personal beliefs, and personal support was explored and examined. Personal power, as a positive and a negative force in a teacher's life, was considered to confirm personal expectations and professional pitfalls. A foundation was established for each participant to make a personal commitment to self as an objective for helping students.

A "Personal Profile System"@ was used to provide participants with a self assessment of interactional style. This instrument gave a description of patterns for the respondent to use individually and confidentially for their own awareness. The results were shared only with the respondents' consent. The results neither esteemed nor denigrated a particular pattern, but rather provided the individual with a reference for self appraisal and understanding of potential interpersonal conflicts.

This personal assessment system enables the respondent to develop an appreciation for him or herself, and the impact their pattern may have on others. It further allowed respondents to increase their awareness of how others may agitate or appease their individual patterns. This instrument requested no change, but only asked individuals to be honestly aware of their interpersonal habits.

The seminar also addressed Co-Dependency, and its application to self development and the personality development of others, especially At-Risk people. The blocks to wellness which arise from this important issue were examined for participants' benefit and to develop a sensitivity to those who may be at-risk stemming from Co-Dependency.

An appreciation for and an awareness of the important part educators play as models to students was emphasized throughout this workshop. Two significant principles were introduced and repeatedly stressed regarding modeling for At-Risk student; "You Cannot Give Away What You

Do Not Possess.", and "You Do Give Away What You Do Possess." These principles were the underlying foundation for establishing a commitment to personal wellness.

It was essential for each participant to refocus his or her attention, as a model to At-Risk students, upon what each wanted to be giving to those students, and what each was actually giving to those students. This focus was the springboard for personal change and goal setting. Each participant had, during this seminar, identified patterns of personal and professional behavior, goals and expectations for personal and professional behavior, and needs for support in acquiring new personal and professional behavior (see Attachment II A).

This process was completed by developing both a personal "purpose" and a group "purpose". These statements of intent were the reference points for participants to monitor their individual progress from intentions to personal wellness and professional development.

The development of an on-going support group of colleagues was critical to utilizing "purpose" as a self monitoring technique. Without the power of group support to maintain a focus of daily endeavors, intentions remain mere ideas. With the use of weekly group support, self direction and monitoring shifts from ideas to practices.

CONNECTING AFFECT TO TECHNICAL SKILLS TRAINING

Use of "purpose" as a reference point has been the "set" for subsequent inservice programs as the year has progressed. Participants established "purposes" that included enhancement of professional skills through inservice. Self review and group support in reviewing a person's "purpose" serves as a reminder that he or she will participate in inservice as a self care activity rather than an external mandate for training. Self growth and personal responsibility for professional development is the result of this practice.

Ownership for inservice programs, with the introduction of the concepts and practices of self care, rests with the participants. Ownership has traditionally been assumed with needs assessment procedures. Adding professional growth and personal wellness to the agenda encourages greater ownership.

As was mentioned in Attachment I, building level leadership is a must for the success of a school (pg 3). A high degree of motivation, support, and site-based leadership and decision-making are required of the staff to carry through with the enormous task of public education. Focusing staff

development around personal wellness, individual and mutual purpose, and professional growth can be the smoothest course toward attaining professional leadership and pupil success.

By attending to the vital needs of a staff and assisting them to set their own course with this approach to inservice, the ultimate rewards fall to our number one priority; the students. Students reap the benefit of our modeled self care. They receive the greatest gift that a teacher can give; a ProActive, Decision-making Lifestyle which we would want for any student upon their exit from our care.

We can model the three R's. We can talk of great concepts. It is, however, our greatest impact when we live the beliefs that choices can be made, decisions can be reached, and self response-ability is modeled through our commitment to our stated "purpose".

"Educators Modeling Self-Esteem to At-Risk Students" is an effort to reach the most 'in need' with the best we have to give; ourselves. It is an on-going and dynamic process. It can become an easily dismissed practice, unless we seek the support of peers to keep it going. Personal and professional growth parallels the goal of "Making Learning A Lifelong Process." That goal cannot be accomplished without modeling the practices of personal and professional development.

We do not hesitate to ask our students to be true to themselves. Neither should we ask any less of ourselves. Inservice is an opportunity, too often wasted, by those who do not relish it as a chance to model self caring.

The At-Risk student is often the person who appears not to care for him or herself. A picture, such as a teacher modeling self care, is worth more than a thousand words.

Attachment I

WESTMORELAND COUNTY PUBLIC SCHOOLS

SPECIAL EDUCATION INSERVICE PLAN 1990-91

INTRODUCTION

Review of "A Survey of Staff Development Needs for Special Education in Virginia", Dec. 1988, as included in Virginia's Special Education State Plan for Fiscal Years 1990-1992 revealed a pressing need for Inservice projects which enhance the delivery of Special Education Services while attending to the personal and professional needs of the individual teachers. Therefore, the Westmoreland County School Division has developed a comprehensive plan for on-going training of its Special Education staff which is consistent with the identified themes of the state survey and its own unique individual needs.

The plan outlined below attempts to provide a foundation for the future while addressing the existing technical, personal and interpersonal skill needs among our staff. Its approach is aimed at complementing the state-wide needs for staff development, and it is innovative in supplementing the long-range intent and methods for success of our programs and staff in the years to come.

STAFF NEEDS

Informal and direct surveys of principals and special education teachers revealed a concurrence between Westmoreland County staff and the results of the State-wide survey responses. Local Division personnel agreed with the results of the State survey in that the four major themes for inservice need included:

1. cooperative planning
2. behavior management strategies
3. instructional strategies
4. teacher concerns

In the State survey, cooperative planning was the number one priority for Principals, General Education Teachers, and Special Education Teachers. It was number three among responding Guidance Counselors and number five among Special Education Directors.

Among the individuals working directly with Special Education students full-time, the priority themes included behavior management and instructional strategies as the inservice needs of teachers and para-professionals. Their response frequency pattern for these two areas was number 3 & 4 for teachers and number 1 & 2 for para-professionals.

The two topic themes for inservice identified under the headings of 'cooperative planning' and 'instructional strategies' were broadly defined as "the communication and consultative processes" between regular and special education teachers, and "how to adapt instruction in regular classrooms" for special education students (pg 276). These issues recurrently appeared in specific responses in all groups from Special Education Directors, to Principals and Guidance, through Regular and Special Education Teachers.

The second most frequent response from Special Education Teachers, as a priority for Staff Development needs, was listed as "teacher concerns". In the survey report, this category was identified as including, "these themes (that) indicate a need for assistance in time and stress management . . ." (pg 277). Analysis of the specific responses in this category revealed needs involving "issues that affect teachers' professional well-being" (pg 293).

The most commonly identified "Barrier to Staff Development" as assessed in this survey, was a lack of funding. General agreement was acknowledged locally for this issue regarding the depth of inservice needs which were identified. Like the state survey, local consensus for this issue was established across personnel categories.

The needs identified for local inservice for Westmoreland County staff are parallel to those generally noted in the State-wide survey results. These include:

1. Enhancement of Cooperative Planning between Special and Regular Education teachers to include enhanced communication, team approaches, site-based problem resolution, instructional strategies, and consultative processes.

2. Instructional Strategies to include technical expertise in delivery of instruction, assessment, IEP development utilizing assessment results, and understanding and application of learning styles to students' needs.

3. Behavior Management to include consultative and team management of problems, disciplinary responses, interpersonal styles and teacher expectations with behavior problems, and self adjustment by staff to conflict resolution.

4. Teacher Concerns to include stress and time management, professional support systems as an approach to personal wellness, maintaining motivation and prevention of burn-out.

IN-SERVICE PLAN

During the 1990-91 school year, a thorough, extensive, and contiguous plan of staff development activities shall be organized, implemented, and evaluated for its impact on the long-range efforts to enhance the excellence of Special Education Services within this division. Utilizing the needs identified above, a focus of the plan's implementation will be based upon two major assumptions:

1. Special Education Staff and Administrators at the building level comprise the leadership team for ensuring that Special Education services are an integrated effectively and efficiently within the general educational programs of the school; and
2. Any effective professional team requires a highly developed sense of motivation and support for its mission.

These assumptions draw the Staff Development plan to a central focus which incorporates the identified needs of a Leadership Team which is responsible for quality, excellence, and expertise in Special Education

Program delivery. The topics for inservice projects, therefore, consistently reflect the development of the Professional, Personal, Interpersonal, and Technical skills needed by this Leadership Team.

These skills will be molded along three strands which build the general and lasting expertise which can be spread throughout the entire staff. These strands develop personal and professional commitment, technical competence and consultative processed necessary for the success of site-based management of integrated Special Education Services. The interdependence of these strands coincides with the overview of the identified staff development and inservice needs for both the division and the results of the State-wide survey.

Strands

A) Professional and Personal Motivation, Commitment, and Support Systems
B) Technical Skills Development
C) Consultative Skills

Strands and Identified Needs

Strand A: #4 & 3
Strand B: #2
Strand C: #1

Activities (with Strands)

> Project TEAM by Jody Sands, 6-90 & 8-90 (A&C)
> Ropes Course and Canoe Expedition, 7-90 (A&C)
> Defining Purpose and Establishing Support, 7-90 (A&C)
> Learning Styles by Dr. Rooney, 8-90 (B)
> Assessment Skills by Shylva Ipsen, 8-90 (B)
> Use of CSC by Jim Lieb, 9-90 (C)
> Project TEAM Training by local Staff, 10-90 (B&C)
> Defusing the Explosive Situation by J. Lieb, 11-90 (C&A)
> Learning Styles and ADHD by staff, 1-91 (B&C)
> Instructional Strategies by Judy Wood, 2-91 (B&A)
> Ropes & Canoes: Inserv Eval Summary, 6-91 (A,B,&C)

Barriers and Breakthroughs

Previous barriers to staff development activities, as mentioned

above, have included lack of funding. The training plan as presented would appear prey to this traditional barrier. However, the comprehensive activity schedule as described can be completed with the assistance of the State Department of Education's commitment and responsiveness to this concern.

The DOE has allocated a grant fund which, if our request is approved, would provide the resources necessary for the hiring of the four consultants needed for implementation of our plan. Commitment is the key to the success of this project, and it is the focal theme of our efforts. Personal commitment from staff, community commitment from the division administration and board, and systemic commitment through financial support from the DOE could ultimately determine the impact of this training upon educational growth by our students.

ATTACHMENT II

EDUCATORS MODELING SELF-ESTEEM TO AT-RISK STUDENTS
PRE-WORKSHOP SURVEY - Summer 1990

Rate Your Agreement for Each Statement on a Scale from 1 to 7

1. Satisfaction in public education requires a personal involvement and commitment beyond the hours of classroom activity.

1 2 3 4 5 6 7
slightly moderately extremely

2. The potential for educator "burn-out" is significant.

1 2 3 4 5 6 7
slightly moderately extremely

3. Educator "burn-out" can be prevented.

1 2 3 4 5 6 7
slightly moderately extremely

4. I have a plan of action to prevent my own "burn-out",and I use it regularly.

1 2 3 4 5 6 7
slightly moderately extremely

5. I could use and would use more assistance to prevent "burn-out".

1 2 3 4 5 6 7
slightly moderately extremely

---

6. I do not find professional education as rewarding as I expected.

1 2 3 4 5 6 7
slightly moderately extremely

7. I often think about changing careers because of personal and/or professional frustrations in my job.

1 2 3 4 5 6 7
slightly moderately extremely

8. I feel trapped in my career.

1 2 3 4 5 6 7
slightly moderately extremely

9. The demands of my job, including children's behavior, administrative dictates, lack of support, and doubt of my own abilities, are a major concern or frustration at work.

1 2 3 4 5 6 7
slightly moderately extremely

10. I believe it is difficult to learn new strategies for handling the frustrations I experience in my work.

1 2 3 4 5 6 7
slightly moderately extremely

---

11. I am a role model for effective life-style options and problem solving strategies for students.

1 2 3 4 5 6 7

slightly moderately extremely

12. I feel good about children in my work.

1 2 3 4 5 6 7

slightly moderately extremely

13. I feel good about me in my work.

1 2 3 4 5 6 7

slightly moderately extremely

---

14. I just can't face work sometimes because of how I feel about the students, my career, or myself.

1 2 3 4 5 6 7

slightly moderately extreme

---

15. How I feel about myself, my job, and what happens in my personal life has little to due with what happens on the job.

1 2 3 4 5 6 7

slightly moderately extremely

16. Perception, how I see or interpret children's behavior (for example), about the need for disciplinary action varies because of what a child does more than how I am feeling on a particular day.

1 2 3 4 5 6 7

slightly moderately extremely

17. I feel isolated in my work.

1 2 3 4 5 6 7

slightly moderately extremely

---

18. My self-esteem and that of At-Risk students is not related.

1 2 3 4 5 6 7

slightly moderately extremely

19. Learning to find alternative interpretations of events and circumstances can reduce the factors which make someone At-Risk.

1 2 3 4 5 6 7

slightly moderately extremely

20. Personal well-being, and continual effort to seek personal well-being, is the key to reducing the impact of At-Risk factors.

1 2 3 4 5 6 7

slightly moderately extremely

21. I personally review the At-Risk factors in my own life regularly to decrease the potential for impact on my professional well-being.

1 2 3 4 5 6 7
slightly moderately extremely

22. The potential for substance abuse is significant for anyone who ignores the At-Risk factors in their own life.

1 2 3 4 5 6 7
slightly moderately extremely

---

23. I am confident that I can have an impact on the educational system.

1 2 3 4 5 6 7
slightly moderately extremely

24. Professional education is more than just a job.

1 2 3 4 5 6 7
slightly moderately extremely

25. I see myself as a problem-solver and feel good about it.

1 2 3 4 5 6 7
slightly moderately extremely

26. I am a person who identifies choices and options as a regular practice in my personal and professional life.

1 2 3 4 5 6 7
slightly moderately extremely

27. I consciously renew my commitment to being a productive and effective educator at least annually.

1 2 3 4 5 6 7
slightly moderately extremely

28. I enjoy my work.

1 2 3 4 5 6 7
slightly moderately extremely

29. Personally, I have something to give to students which enhances their lives.

1 2 3 4 5 6 7
slightly moderately extremely

30. Considering my personal and professional qualities, characteristics, and experiences, I am using my gifts and talents in an endeavor that is clearly right for me.

1 2 3 4 5 6 7
slightly moderatly extremely

Attachment II A

PRE-WORKSHOP TASK SHEET
EDUCATORS MODELING...
"YOU cannot give away that which YOU do not possess"

As educators, we are "all ways" models to our students. We are both consciously and unconsciously giving away lessons to our students. We come to the task of education with some "things" that we wish to give away to students. Sometimes what we think we are trying to give, just does not seem to be accepted by our students. The result can be frustrating, demoralizing , and upsetting to us, and it can leave us with the question, "Why don't they take this gift I'm trying to give away?".

The answer to that question is often incomplete, elusive, and shifting. One way to develop a useful and meaningful answer is to scrutinize the question a little bit closer. The following three surveys about yourself may clarify some of the reasons that students seem not to get what we think we are giving away.

There is no need to judge your responses or expect that there is a "right or wrong" response to these surveys. Your answers to the following are to enable you to look at your own expectations and perceptions about your personal and professional well-being. Please bring this sheet, completed, with you to the workshop. You will make a choice about sharing the responses. The only evaluation of them will come from YOU and those you wish to have share them.

As a point of departure and preparation for the workshop, I would like to have you consider the corollary of, "You cannot give away that which you do not possess", which is even more important: 'YOU DO GIVE AWAY THAT WHICH YOU DO POSSESS!!!" We shall examine these principles and many more during the seminar to see how they apply to you.

1. There are many inferences and connotations we hold about an educator. Please give at least three responses to the following: A TEACHER (EDUCATOR) IS SOMEONE WITH THE QUALITIES...

A.
B.
C.

2. We carry with us these inferences (above) to our roles as educators. Please give at least three responses to the following in terms of self perception of your interactional style with students: I AM THE KIND OF TEACHER (EDUCATOR) WHO... WITH STUDENTS.

A.
B.
C.

3. As you have reflected on what you think a teacher should be and what you see as your style with students, please consider what you are giving away by habit, practice, or expectation. Please give at least three responses to the following:

I AM A TEACHER (EDUCATOR) WHO NEEDS SUPPORT IN DEVELOPING THE FOLLOWING CHARACTERISTICS IN MY DAILY LIFE WITH STUDENTS...
(i.e. I would like to see myself be more calm; or I would like to be more accepting or tolerant of my students; or I would like to be able to interpret a student's behavior in a more positive light.)

A.
B.
C.

Attachment III

EDUCATORS MODELING SELF-ESTEEM TO AT-RISK STUDENTS
"You Cannot Give Away That Which You Do No Possess."

An At-Risk student is one whose Self-Esteem is lowered by life circumstances, situational problems, poor academic achievement, isolation, or a general lack of confidence in their abilities, their hope for the future, or their potential to direct changes they desire. Low self-esteem, therefore, is a critical focus for an at-risk student.

One devastating and epidemic option being selected by at-risk students, unfortunately, is the quick-fix use and abuse of emotion-altering chemicals. The connection between alcohol, or other drug use, and self-esteem, which lead to a student being viewed as at-risk, include the problems of potential substance abuse.

The focus of much educational intervention spot-lights efforts to enhance students' self-esteem. Educators are directed, encouraged, and cajoled to integrate the issues of self-esteem in their lesson planning, instruction, grading, and interaction with at-risk students everyday. It is assumed that the focus on self-esteem, as a teaching issue, will not only enhance student performance, but it will also decrease the potential for substance abuse as an option for students with problems regarding self-esteem.

This assumption about teaching and self-esteem is essentially correct. However, there is an inferred assumption within it that is rarely addressed and which may lead to some very faulty practices. The inferred assumption is that the teacher is prepared and able to possess and model personal self-esteem. This issue must be confronted actively, energetically, and continuously to ensure the effective impact of self-esteem interventions by educators.

The Westmoreland County Public School Division proposes to address this inferred assumption by providing in-service training about personal and professional maintenance of teacher self-esteem. This workshop will assist educators, who work with at-risk students, to examine their own perceptions and attitudes regarding their sense of job satisfaction, confidence in their abilities, achievement, occupational isolation, their hopes for the future, and their confidence to direct changes in their lives, situations, and circumstances.

This program will empower participants to review their level of self-esteem and their ability to model it effectively to their students. It will enable teachers to identify their most values possession, Self-Esteem, and allow them the opportunity to integrate self-esteem in their daily interactions with at-risk students.

This training will further assist personnel to develop their own on-going system of self-help support for enhancing personal and professional self-esteem. The emphasis of this portion of the training project will focus on developing a life-style that includes strategies for self-confidence, being a problem-solver, and providing peer support.

A life-style of developing and maintaining these strategies is assumed to be the quality which educators will model and need to give their at-risk students. From this final assumption, the understanding of the workshop's subtitle may become obvious; "You cannot give away that which You do not possess." This workshop is intended to ensure that our staff has in its possession, that which we hope to give to our students.

WORKSHOP DESIGN

Two day seminar/ workshop provided by Jim and Carol Hillegas for Educators whose primary responsibilities or interests include working with at-risk students. (Administrators, Counselors, Alternative and Special Education Program Staff and selected Regular Education Teachers. Trainers are experienced professional development consultants who provide programs to businesses and organizations on personal effectiveness, motivational training, leadership skill and human resources management. They have extensive experience in Substance Abuse Prevention, Intervention, and Recovery Processes. They are co-founders of the Springwood Retreat and Conference Center in Stuart, VA where they provide consultation services for Personal Empowerment and Self-Esteem workshops.

WORKSHOP EVALUATION FORM July 31, 1990

Educators Modeling Self-Esteem to At-Risk Students 7-30/31-90

1. I found the overall quality of this program to be:

1 2 3 4 5 6 7

poor average outstanding

2. Briefly state your overall feelings about this program.

_____

_____

_____

3. To what extent did this program measure up to your expectations?

1 2 3 4 5 6 7

far less somewhat less met somewhat more far exceeded

4. Do you feel this program was worth the time, effort, and cost? Yes_____ No_____ Undecided_____

5. Do you plan to implement what you learned in this program in your personal and professional life?

Yes_____ No_____ Undecided_____

6. Would you recommend this program to your peers?

Yes_____ No_____ Undecided_____

7. Should other School Divisions be encouraged to implement this type of program?

Yes_____ No_____ Undecided_____

8. Rate the program and presentation using the following code:
5=outstanding; 4=above average; 3=average or neutral;
2=below average; 1=poor

	RATING
a) Pratical Value	_____
b) Thoroughness	_____
c) New Ideas Gained	_____
d) Helpful to Self Development	_____
e) Relevance to Job	_____

9. Which topics did you find most helpful and why?

_____

_____

_____

_____

10. Which topics did you find least helpful and why?

_____

_____

_____

_____

Evaluation Results
"Educators Modeling Self-Esteem for At-Risk Students"
Workshop Dates - July 30 & 31, 1990
Evaluations Completed July 31, 1990

EVALUATION QUESTIONS (N = 22) There were 25 participants with 3 Not returned.

1. I found the overall quality of this program to be: (scale from 1 - 7 with 1 = poor and 7 = outstanding) MEAN = 5.54

2. Briefly state your overall feelings about this program. (Responses Listed Below)

3. To what extent did this program measure up to your expectations?
(scale from 1 - 7 with 1 = far less than expected; 4 = met expectations;
7 = far exceeded expectations) MEAN = 4.72

4. Do you feel this program was worth the time, effort, and cost?
YES 17 NO 0 UNDECIDED 6

5. Do you plan to implement what you learned in this program in your personal and professional life?
YES 22 NO 0 UNDECIDED 1

6. Would you recommend this program to your peers?
YES 21 NO 0 UNDECIDED 2

7. Should other school divisions be encouraged to implement this type of program?
YES 19 NO 0 UNDECIDED 2
(INDIVIDUAL RESPONSES ON TWO EVAL FORMS INDICATED THAT THEY WOULD ENCOURAGE THIS TYPE OF PROGRAM BE OFFERED)

8. Rate the program and presentation using the following code:
5 = outstanding; 4 = above average; 3 = average or neutral; 2 = below average; 1 = poor

	MEAN SCORE
a) Practical Value	3.81
b) Thoroughness	3.77
c) New Ideas Gained	4.04
d) Helpful to Self Development	4.09
e) Relevance to Job	4.00

9. Which Topics did you find most helpful and why?
(if no # of responses is listed, it was a single response)
use of "Personal Profile System" (personal assessment tool) 10 responses
Support Group opportunities 7 responses
use of "universal principles"
characteristics of Co-Dependency 4 responses
12 step recovery process 2 responses
Principle of Purpose
strategies for support group (4 step plan)
helpful in learning to accept others and self 2 responses

10. Which topics did you find least helpful and why?
(if no # of responses is listed, it was a single response)

all topics very helpful 4 responses
Support group ("because I don't trust anyone")
Universal Principles
"Too much time on Purpose"
strategy for Support Group (4 step plan)
too many overgeneralizations

Responses to Question #2 - all quotes

effective
helpful
information useful
very worthwhile
Personal Profile System, DiSC, (the assessment tool utilized)
interesting but undecided (about how I feel about content)
can enhance everyday life and feelings about self
feeling better about myself
very pertinent and we are going to need more of this in public education
needed more concrete information about specific At-Risk students
interesting
little disorganized but thought provoking; purpose not always clear
personal self-esteem improved
too humanistic and focused on "I" too much
grateful for the opportunity to set up support groups
too much lecture; not enough practice on use of principles
informative and with follow through, very helpful
truely needed
something I needed
very good positive reinforcement

COMMENTARY/INTERPRETATION

The overall quality of the program, as measured by question #1, suggests an above average rating at 5.54 on a scale from 1-7. There was only one eval form which rated the workshop below 4.

Question #2 had a range of response from "unclear purpose" to "grateful". Responses to this item were generally favorable, including "thought provoking", "useful", interesting", and "much needed". Concern about presentation style was suggested by two responses ("disorganized...", and "too much lecture..."), and one comment indicated a concern about values differences (too humanistic...").

Questions #4 through 7 support the contention that the workshop was generally useful personally and professionally for the vast majority of respondents. Some indecision was indicated about worth in terms of time, effort and cost with 6 responses in the undecided column. Implementation and recommendation to peers was overwhelmingly positive in these responses. Recommendation to others was questioned by two responses and modified by two others who may have been expressing concern about some of the particulars of this presentation.

Question #3 sought a sense of meeting participants' expectations. Generally, the mean score of 4.72 suggests that, at least, the pre-workshop publicity and the actual content of the program were consistent enough to have met the participants expectations for the project. The most frequent scores for this item were 3 and 6 on a scale from 1 - 7. This indicated that equal numbers of respondents were disappointed as had their expectations exceeded. This may underline the significance of differing individual responses and attitudes toward stimuli. This was a key component of the workshop and is exemplified by these data.

Responses to Question #8 indicated that a high mean score was offered for "helpfulness" to participants and "new" perspectives offered. "Relevance to Job" averaged an above average rating which suggests focus on personal self esteem may have a direct relationship to classroom behavior of teachers. Lower scores were reported for "Practical Value" and "Thoroughness".

The focus of this workshop was placed upon personal self-esteem as a gift we share with students. Initial shift of perspective to that frame of reference may sound ambiguous and impractical. This impression may account for the lowered score in this area.

"Thoroughness" may indicate participants' impression of the presentation style and content coverage. The participants may have wanted more than could be given in the time parameters provided. Another possible suggestion about the low score here, could revolve around the facilitators' overemphasis of some aspects to the neglect (from the participants' view) of other areas of the workshop material.

Results of this type of evaluation form is somewhat subjective when the raw data is reviewed. your own conclusion may differ from this reviewers, but it was my impression that the overall evaluation was positive. Follow-up efforts by the participants is needed to apply and utilize the workshop's content.

Perhaps another reviewer, who was also a participant, might lend additional insights into the meaning of these evaluation results by looking at the raw data. I would be happy to have Mr. Ortman peruse this information and consult with you about the results. If I can be of further assistance to you or the Board in answering questions about the workshop and anticipated follow-up, I am readily available.

James P. Lieb, VT/SSW
Project Manager of Workshop

"Water, Water Everywhere,..."

The knowledge goes in through the top in Education;
All kids can learn with planned proper demonstration.
They just dip their buckets deep right there where they are,
And the lessons of our planning overcome any scar.

We are prepared as best we can to be the super-teacher,
But the syllabus that's presented doesn't touch him nor reach her.
We wonder why the tops of those children resound so very empty;
Better note the needs, of them and we, which are all so very many.

The top is not the door to learning; just a reserve and a source.
Creating the entrance to this spring is the initial step, of course.
The scars of life are the dam problem, blocking the easy flow;
Caring enough at every moment is keying the locks to grow.

A cup that's dipped for learning, when it enters unside down,
Deminishes the chance for filling itself, unless it's turned around.
And, yet, when empty cups are seen, as teachers we are aghast.
Did we ever ask ourselves, even once, if this is not our task?

Uprighting cups is the primary step to drink from a knowledge well;
Ending their pain, again and again, always allows their lakes to swell.
Unless we now stop to see the flow of life, a process of our thinking,
Each child, and us, will never quench our thirsts, nor enjoy the act of drinking.